

LEA Name:	Rochester City School District
LEA BEDS Code:	
School Name:	Joseph. C. Wilson Magnet High School

ENTER DATA INTO ALL YELLOW CELLS.

## 2018-2019 School Comprehensive Education Plan (SCEP)

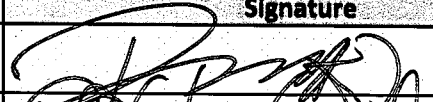

Contact Name	Julie VanDerwater	Title	Principal
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Website for Published	<a href="https://www.rcsdk12.org/profile/wilson">https://www.rcsdk12.org/profile/wilson</a>		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

### THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Barbara Deane-Williams	7-30-19
President, B.O.E. / Chancellor or Chancellor's		Van Henry White	7-26-18



## Statement of Assurances

**By signing this document, the Local Education Agency certifies that:**

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers
2. If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f, it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."
3. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
5. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
7. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

8. If the school has been identified as Persistently Failing or Failing, as per Education Law 211-f, the district will, prior to the beginning of the 2015-16 school year and in a form determined by the Commissioner, complete an addendum to the School Comprehensive Education Plan (SCEP) that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

x

## School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner’s Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
June 13, 2018	School		
June 19, 2018	School		
June			

Name	Title / Organization	Signature
Julie VanDerwater	School Principal / Joseph C. Wilson Magnet High School	
Richard Fischpera	Assistant Principal/ Joseph C. Wilson Magnet High School	
Rebecca Tibbitts	Instructional Coach/ Joseph C. Wilson Magnet High School	
Kaitlin Burgstrom	Response to Intervention Coach/ Joseph C. Wilson Magnet High School	
Jeff Sciortino	Parent Rep./ Joseph C. Wilson Magnet High School	
Alisa Blanco	Teacher/ Joseph C. Wilson Magnet High School	
Melanie Williams	School Counselor/ Joseph C. Wilson Magnet High School	
Melissa Neill-Adams	Teacher Special Education/ Joseph C. Wilson Magnet High School	
Lydia Sosa-Perez	Teacher Assistant / Joseph C. Wilson Magnet High School	
Victoria Robertson	Parent / Joseph C. Wilson Magnet High School	
Kenneth Stevens	Parent / Joseph C. Wilson Magnet High School	
	Student / Joseph C. Wilson Magnet High School	

## SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

**1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").**

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.)  |
| <input type="checkbox"/>            | Major Degree (At least 90% of goals were achieved.)     |

**2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").**

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.)  |
| <input type="checkbox"/>            | Major Degree (At least 90% of activities were carried out.)     |

**3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (No identified subgroups improved achievement.)             |
| <input type="checkbox"/>            | Partial Degree (Some of the identified subgroups improved achievement.)    |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/>            | Major Degree (All identified subgroups improved achievement.)              |

**4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (There was no increase in the level of Parent Engagement.)          |
| <input checked="" type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.)     |
| <input type="checkbox"/>            | Moderate Degree (There was modest increase in the level of Parent Engagement.)     |
| <input type="checkbox"/>            | Major Degree (There was a significant increase in the level of Parent Engagement.) |

**5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with**

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

**6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").**

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

**In reflecting on the PREVIOUS YEAR'S PLAN:**

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

Use of time allocated for Professional Development in order to increase students' social and emotional support through restorative practices, RTI, and re-entry conferences following suspensions. Developing explicit teaching practices and increasing IB access and participation.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

Changed PD plan for half days in order to focus on increasing student understanding of lessons and content. Collaborated with ENL organizations in order to increase family support and engagement for refugee families. Altered Master Schedule for upcoming school year in order to provide greater accessibility to an increased number of IB courses.

**In developing the CURRENT YEAR'S plan:**

- List the highlights of the initiatives described in the current SCEP.

Increase IB access, participation and success, improve college readiness through differentiated instruction, assessment and Response to Intervention, continued improvement of school climate through use of restorative practices.

- List the identified needs in the school that will be targeted for improvement in this plan.
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**Need to increase IB Awareness; Focus on Formative assessment and Questioning skills; Creating a culture of respect and learning through student led initiatives.**

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

**Excellence for all students in all aspects of their development' is the school's mission. The goals for the school are to improve students academic, social, and emotional skills.**

- List the student academic achievement targets for the identified subgroups in the current plan.

*Performance Goals (Attendance, Behavior, and Academic (NWEA, NYS ELA/Math, Graduation etc...)*

- Describe how school structures will drive strategic implementation of the mission/guiding principles.

**Weekly classroom walkthroughs, peer walkthroughs, implementation of student government, student restorative leaders, ongoing professional development to create a collaborative culture of learning for adults and students at Wilson.**

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

**Student placement, amount of time provided for adult collaborative learning, master schedule constraints for additional support of students**

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

**Continued professional development to increase teacher efficiency and student access.**

- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

**Open forums, weekly bulletins, staff and department meetings, principal meetings with Student Government, memos/emails etc.**

- List all the ways in which the current plan will be made widely available to the public.

**Electronically; school website; Meetings**

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

**N/A**

## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.</b>
<b>B1. HEDI Rating:</b>	
<b>B2. HEDI Rating Source:</b>	
<b>B3. HEDI Rating Date:</b>	

<b><u>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable</u></b>	To ensure for consistent collection of student voice pertaining to existing and future school initiatives, by June 1, 2018 the school leaders and student government will establish a monthly meeting schedule to hold “Voices with VanDerwater”, an open forum where the school leader, student government and greater student body convene to share ideas and brainstorm.
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<b><u>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</u></b>	Increase student engagement as measured by an increase of 5% graduation rate and 3% decrease of chronic absenteeism as compared to the previous school year.
<b><u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u></b>	Quarterly review of student report cards, senior transcripts, and weekly attendance monitoring.

<b><u>E1. Start Date:</u></b> Identify the projected start date for each	<b><u>E2. End Date:</u></b> Identify the projected end date for each activity.	<b><u>Action Plan</u></b>
Sep-18	Jun-19	Establish grade level officers through student government
Sep-18	Jun-19	Hold grade level Community Home Base Meetings in order to share buiding wide communication, receive feedback from students.
Sep-18	Jun-19	Monthly student government meetings with the Principal and advisor
Sep-18	Jun-19	Continue student led restorative practices/train new cohort of leaders



Sep-18	Jun-19	Increase opportunities for student voice through a broadened selection of clubs and organizations within the school.
Sep-18	Jun-19	Establish streamlined communication platform in order to engage students and parents
Sep-18	Jun-19	Quarterly senior checks (student, counselor, administrator)
Sep-18	Jun-19	Weekly attendance meetings

### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>	<b>Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.</b>
<b>B1. HEDI Rating:</b>	
<b>B2. HEDI Rating Source:</b>	
<b>B3. HEDI Rating Date:</b>	

<b><u>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed.</u></b>	By June 1, 2019, the school leaders in collaboration with the Instructional Council will ensure that every class have rigorous learning targets written at the higher levels of Bloom’s Taxonomy that are aligned with the respective state standards.
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<b><u>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious,</u></b>	One hundred percent of teachers will have higher level, aligned learning targets and technology visibly incorporated in all lessons by November, 2018. 95% of teachers will demonstrate understanding and appropriate execution of checks for understanding in all classes by February 1, 2019.
<b><u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u></b>	Administrative walk-throughs, peer walk-throughs, formal and informal evaluative observations.

<b><u>E1. Start Date: Identify the projected start date for each activity.</u></b>	<b><u>E2. End Date: Identify the projected end date for each activity.</u></b>	<b><u>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u></b>
Sep-18	Nov-18	School leaders and teachers will work collaboratively to create learning targets and goals to meet the needs of our specific student population.
Jul-18	Jun-19	School leaders and teachers will collaboratively develop a PD calendar that supports implementation of the instructional priorities.
Jul-18	Jun-19	Coaches, teachers and consultants will facilitate PDs for the instructional priorities. Responsibility: Coaches. Frequency: a minimum of one PD/marking period. Intended impact: Deeper and common understanding of instructional priorities; fostering of faculty collaboration.

Jul-18	Jun-19	Departments will have "At A Glance" calendar available for a reference on the Instructional Website.

### Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent</b>
<b>B1. HEDI Rating:</b>	
<b>B2. HEDI Rating Source:</b>	
<b>B3. HEDI Rating Date:</b>	

<b><u>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable</u></b>	School leaders will collaborate with the instructional council to collect and analyze student performance data related to learning targets set by teachers. Each content team will identify the 5 learning targets that students struggled with most and develop plans for reteaching loops.
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<b><u>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</u></b>	Each quarter, all lessons identified by instructional council and departments will list at least two differentiation strategies to address student misconceptions as part of the reteaching loop.
<b><u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u></b>	Weekly department and monthly instructional council review of data from walkthroughs and observations.

<b><u>E1. Start Date: Identify the projected start date for each</u></b>	<b><u>E2. End Date: Identify the projected end date for each activity.</u></b>	<b><u>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u></b>
Sept. 2018	Nov-19	Teachers will receive professional development in regard to differentiation strategies.
Sept. 2018	Jun-19	Teachers will identify the needs of their students and create learning targets based on the work they did the previous year with Bloom's Taxonomy.
Sept. 2018	Jun-19	Teachers will create differentiated lessons and unit in order to address the gaps and increase students' ability to meet standards.

Sept. 2018	Jun-19	Peer and administrative walkthroughs will occur to provide feedback on strategies implemented from differentiated plans
Sept. 2015	Jun-16	Teachers and the leadership team will meet to discuss summative/formative assessment results as well as MP grades to determine the success of the strategies.

## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.</b>
<b>B1. HEDI Rating:</b>	
<b>B2. HEDI Rating Source:</b>	
<b>B3. HEDI Rating Date:</b>	

<b><u>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable</u></b>	School leaders will work with the student support team and the instructional council to develop a comprehensive plan to collect, analyze, and utilize data to show the impact of the provision of social-emotional and developmental health supports on students' academic success.
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<b><u>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</u></b>	There will be a 25% increase in the number of students receiving support via the Academic Learning Center, Response to Intervention, AVID classes, and Counseling Center as compared to the 2017-18 school year by January, 2019. 90% of students will feel that at least 2 adults in the building care about them specifically as determined by survey results in June, 2019.
<b><u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u></b>	Baseline survey in September and follow up survey in June.

<b><u>E1. Start Date: Identify the projected start date for each</u></b>	<b><u>E2. End Date: Identify the projected end date for each activity.</u></b>	<b><u>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u></b>
Aug-18	Aug-19	Staff members will attend AVID training.
Sep-18	Jun-19	Implementation of the Academic Learning Center and incorporating it into the master schedule

Sep-18	Jun-19	Restorative practice training for parents, teachers, and students.
Sep-18	Jun-19	Introduction of a student union
Sep-18	Jun-01	

### Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>	<b>The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.</b>
<b>B1. HEDI Rating:</b>	
<b>B2. HEDI Rating Source:</b>	
<b>B3. HEDI Rating Date:</b>	

<b><u>C1. Needs Statement: Create a clear and concise statement that addresses the</u></b>	To increase parent understanding of IB and restorative practices, parent access to school communication, and parent attendance to school events.
<b><u>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-</u></b>	
<b><u>D2. Leading Indicator(s): Identify the specific indicators that will be used to</u></b>	Parent attendance sheets, parent survey

<b><u>E1. Start Date: Identify the projected start date for each activity.</u></b>	<b><u>E2. End Date: Identify the projected end date for each activity.</u></b>	<b><u>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u></b>
1-Jul	1-Aug	Create trifold brochure explaining IB for All. (Separate PLAN) Distribute through mail and at all school events e.g. IB Art Night, Concerts, Art Show (non IB), Curriculum night, parent teacher conference, DVC (acting), Step Team, Poetry Slam). Responsibility: IB Administrator/IB Coordinator. Intended impact: Increase awareness of IB. Frequency: Once.
1-Aug	3-Jun	Introduce IB philosophy at all school events, including sports games, as appropriate, to connect that event to the IB philosophy and IB learner profile. Responsibility: IB Administrator. Intended impact: Increase awareness of IB. Frequency: All appropriate school events throughout the school year.
1-Jul	Sept. 2018	Identify students returning to Wilson who had prior poor attendance/failing in the summer. Families of these students are notified in a constructive and encouraging way (e.g. by mail, email, robocalls) of the importance of attendance, the resources available to assist with achieving improved attendance and class passage rates, AND that this is a new year. Responsibility: Counseling staff, SFSC. Intended impact: Increased attendance. Frequency: Monthly.
1-Aug-18	Sept. 2018	Schoolwide promotion over summer regarding attendance. Responsibility: Administration. Intended impact: Maximize attendance at the beginning of the school year. Frequency: Summer
1-Oct	1-Jun	Monthly identification of students not attending. Responsibility: Counseling staff, Advisory teachers, SFSC. Intended impact: Increased attendance. Frequency: Monthly.



Sept. 2018	1-Apr	Offer attendance incentives for families/students for good attendance -- win a chance to win a gift card (supermarket, restaurant). Class level prizes -- pizza. [Note the idea here is to expand the circle of people who are positively impacted by a students attendance -- the family gets a dinner gift card, the classroom gets a treat.]. Responsibility: Administration. Intended impact: Increased attendance. Frequency: once per marking period, during marking periods 1 through 3.
Sept. 2018	1-Apr	Identify students failing two or more classes, with < 90% attendance. Notify their families. Use restorative practices to engage students and families. Responsibility: Counseling staff/Advisory teachers. Intended impact: improved attendance: Frequency: Each marking period.
Sept. 2018	1-Jun	Publicize all events in the school calendar, on the school website, during morning announcements, in the cafeteria and in the entrance lobby. Responsibility: Administration. Intended impact: Improve communication with students and their families. Frequency: immediately upon approval of events.
Sept. 2018	1-Jun	Publish principal's bulletin. Responsibility: Principal. Intended impact: Increase communication between the principal and students and their families. Frequency: monthly.
Sept. 2015	Jun. 2016	Distribute Student/parent handbook online any by mail as requested by families (such as by telephone or by fill out a mailing card at an in-school event). Responsibility: Administration. Intended impact: inform students and their families of school policies, procedures, and guidelines. Frequency: As requested.
Sept. 2018	1-Oct	Mail (and include in handbook) an outline of the ways students and their families can expect to receive information, on what schedule, what information will be included, and what actions can be taken based on the information. Items of information to be shared include how to sign up for parent connect and what its purpose is, how to sign up to be notified of website changes, how to make an appointment for parent/teach conf, when to expect to get progress reports (and what their purpose is) and when to expect to rceive marking period reports. Responsibility: School leadership. Intended impact: inform students and their families of ways they will be communicated with. Frequency: Beginning of school year